

Mathews

17/11/10

Why I would be...

Brookkeeper

- Great care of nature
- Nature Smart
- Love animals
- Want to do his job since little
- Watch Steve Irwin

Matthew Why I would be the best Zoo keeper

17/11/10

I wanted to have this job since I was little. I watch Steve Irwin and it looks like a great job. I took care of a pet once and I was fantastic at taking care of it. That's why I believe I would be the best at it.

Firstly, I am nature smart, grow Smart and body Smart. I have a great car of nature because if I see a bit of rubbish I will pick it up. I take good care of my body and eat good food.

Secondly, I love animals. My nanna has a dog named Tea. I love tea and she loves me. I take her for walks all the time. She loves walks!

Thirdly, I don't mind getting bitten. When I was about 3 years old, I was scratched by a cat and I barely gride. I was pretty much LOL!

In conclusion, I am Nature Smart, I love animals and I don't mind getting bitten. That is why I think I would be the best for the job!



## Why I would be the best zoo keeper

### Introduction

I wanted this job since I was little. I watch Steve Irwin and being a **zoo keeper** like a great job. I took care of a pet once and I was really good at it. That is why I believe I would be the best at it.

Firstly I am nature Smart and body Smart. I have a great care for nature because if I see a bit of rubbish I will pick it up. I take good care of my body because I exercise and eat healthy food.

Secondly, I love animals. My nanna has a dog and her name is Tear. I love Tear and she loves me. I take her for walks. Man, does she like walks!

Thirdly, I don't mind getting bitten. Once I got bitten by a cat and I barely cried! I was LOL!

In conclusion, I am nature Smart, I love animals and I don't mind getting bitten. That is why I think I would be the best for the job!

Semester 2, Term 4

Level 3, Grade 3

# Persuasive Writing Assessment



Name:

*The task: As a part of our occupations unit, 'What a Way to Make a Living', the students were given opportunities to experiment with persuasive writing, to influence the reader as to why they would be best suited for a particular job.*

*For this particular writing piece, the students were given 5 minutes to complete a plan, 40 minutes to complete a written draft and an additional 10 minutes to edit their work. In an additional session, the students were given 30 minutes to complete a good copy.*

*Please view the Persuasive Organiser below. The students were encouraged to use this to guide their writing*

<b>VELS level 3, grade <math>\frac{3}{4}</math></b>
<b><i>Expected points of achievement</i></b>
Capital letters and full stops have been used correctly
Writing has evidence of editing –ensuring it makes sense, spelling has been corrected
Writing is neat and has correctly written upper and lower case letters with consistent size, slope and spacing.
<b><i>Expected points of achievement by the <u>end of grade 3</u></i></b>
Composed a short, sequenced persuasive text using appropriate content
Used simple and some compound sentences
Correctly joined sentences with appropriate conjunctions
Effective vocabulary has been used to convey meaning, including nouns, verbs and adjectives
Correct spelling of most frequently used words and has made good attempts to spell words with more complex spelling blends
<b><i>Points of achievement <u>above</u> the expected level</i></b>
Composition of three or four logically ordered paragraphs including an appropriate introduction and conclusion
Varied sentence beginnings and the use of pronouns
Compound sentences linking two ideas, with correct use of verb tenses
Correct use of full stops and question marks, experimentation with other punctuation e.g. commas, apostrophes, exclamation points
Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns

Teacher comment:

Matthew has written a great persuasive piece of writing. He has included good evidence to support his main points and experimented with a range of punctuation. Great work Matthew!

'Please note, assessment is on the draft copy, not good copy'